

Why VTPBiS?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

The purpose of school-wide VTPBiS is to establish a climate in which appropriate behavior is the norm.

Once this foundation has been created, schools can more effectively implement systems for decreasing the number, intensity and severity of problem behaviors. Higher level interventions and supports have been demonstrated to be more successful when they are readily available and understood by all students, school personnel, family members and collaborating agencies.

Positive Behavioral Interventions and Supports in Vermont builds on our historical philosophy of inclusion, collaboration, and 'Building Effective Supports for Teaching' all our children in their own communities using a strengths-based approach.

VTPBiS has the greatest potential for bringing out the BEST in all of us.



Monument Elementary,
Bennington Vermont
"Presenting expectations to students"
2008-2009

Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501
<http://www.education.vermont.gov/>
<http://www.pbis.org>
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Vermont Positive Behavioral Interventions & Supports



Bennington Elementary
Bennington, Vermont
School-Wide Roll Out!
2008-2009

Accentuate the Positive



*"In time she would understand
With belonging there is laughter
Makes the world a special place and
leaves it even better"*

(Even Better, by Ricky Vermont and Richard Boltax, 1998)

 **VERMONT**
DEPARTMENT OF EDUCATION

Vermont Positive Behavioral Interventions and Supports (VTPBiS)

What is VTPBiS?

Vermont Positive Behavioral Interventions and Supports (VTPBiS) is a State-wide effort designed to help school teams form behavioral and discipline systems that support students learning and social development.



Bennington Elementary "High Five"

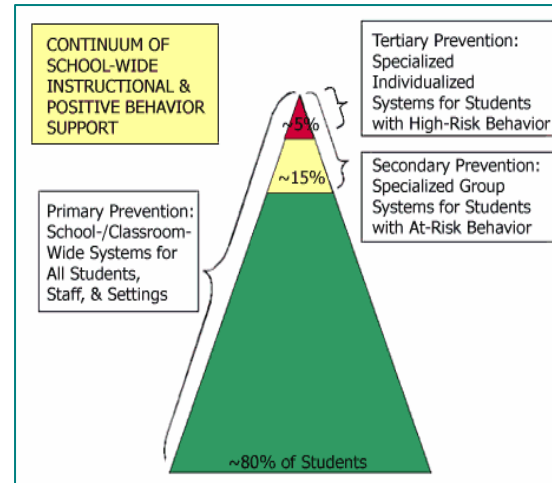
In 2007, the Vermont BEST Team (Building Effective Supports for Teaching) adopted VTPBiS as the major strategy for helping schools build their capacity to serve students with challenging behavior. In 2008, 34 Vermont schools began implementation. Guided by a state-wide Leadership Team and funded through a partnership of local and state funds, VTPBiS continues to grow.

Is this a pilot program or is this just another initiative?

Nationally, PBIS is currently practiced in over 8,000 schools. PBIS is not an initiative, but a set of problem solving strategies and processes. Building upon existing strengths, school teams create well defined systems, use effective practices and data centered evaluation methods to reshape their communities and help students achieve academic and social competence.

The PBIS Triangle

The PBIS Triangle is a graphic representation that outlines the three levels of intervention that all schools need to address for meeting the social/emotional needs of all of their students.



Universal Supports (Primary) 80%

This level of the triangle represents the school-wide strategies, supports and structures designed to meet the needs of all students.

Effective Universal Supports have seven major components in common:

- an agreed upon and common approach to discipline,
- a positive statement of purpose,
- a small number of positively stated expectations for all students and staff,
- procedures for teaching these expectations to students,
- a continuum of procedures for encouraging displays and maintenance of these expectations,
- a continuum of procedures for discouraging displays of problem behavior, and
- procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

Targeted Supports (Secondary) 15%

Targeted Prevention is designed to provide targeted interventions to support students who are not responding to Universal Prevention efforts. Interventions within Targeted Prevention are more intensive and focused on a smaller number of students who are at risk for engaging in more serious problem behavior and need a little more support. Targeted Prevention practices involve small groups of students or simple individualized intervention strategies.

Targeted Prevention strategies include:

- Early universal screening.
- Continuous progress monitoring for students who exhibit difficulties despite proactive school-wide prevention efforts.
- Systems for increasing structure and predictability.
- Systems for increasing contingent adult feedback.
- Systems for linking academic and behavioral performance.
- Systems for increasing home/school communication.
- Collection and use of data for formative decision-making.

Intensive Supports (Tertiary) 5%

The top of the PBIS triangle represents the supports and strategies necessary to both prevent and respond to the needs of the students with the most significant behavioral challenges. For these students a highly individualized approach; which includes school, family and inter-agency support will often be necessary.

Intensive Supports include:

- Functional behavioral assessment.
- Team-based comprehensive assessment and intervention.
- Linking of academic and behavior supports.
- Individualized intervention.
- Interagency collaboration.

"VTPBiS has radically and positively changed the school culture at H.O. Wheeler"
Jim Drown, Behavioral Specialist ~2008-2009

How do I bring VTPBiS to my school?

The VTPBiS State-Wide Implementation Team has organized a series of training activities for schools new to the Positive Behavioral Interventions and Supports effort. These activities are designed to take a school from information gathering to implementation of the universal components VTPBiS.

A Forum on School-Wide Positive Behavioral Interventions & Supports (Introduction) (optional)

With Dr. George Sugai

September 30, 2010, Killington Grand Hotel

Getting to Readiness Workshop (optional)

November 11, 2010, Lake Morey, Fairlee

First Steps to Implementation (required)

December 7, 2010, Hampton Inn, Colchester

Or

April 5, 2011, Capitol Plaza, Montpelier

Universal Team Leadership Team Training

August 10-12, 2010, Capitol Plaza, Montpelier

Or

Universal Team Leadership Team Training

March 15-17, 2011, Lake Morey Inn, Fairlee

Or

Universal Team Leadership Team Training at the BEST Summer Institute

June 27– 30, 2011, Killington Grand, Killington

Or

Universal Team Leadership Team Training

August 10-12, 2011, Capitol Plaza, Montpelier

Course descriptions or to register visit:

<http://www.uvm.edu/~cdci/best/>

Or

<http://www.pbisvermont.org>

Funding Source:

http://education.vermont.gov/new/html/pgm_ess.html#best_app



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**Schools
already
Implementing
VTPBiS**

**VTPBiS School Celebration and Sustainability Forum
(required activity)**

October 1, 2010, Killington Grand, Killington

Targeted School Leadership Team Training

(School leadership teams that implemented school-wide VTPBiS with fidelity)

August 10-12, 2010, Capitol Plaza, Montpelier

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Topic based trainings:

(more opportunities to be announced soon)

**Conflict in the Classroom: Using De-escalation Skills
to Manage Challenging Behavior**

September 16, 2010, Steak House, Berlin

Fee: \$70.00

**Introduction to Functional Behavioral
Assessment and Behavior Intervention Planning**

November 5, 2010, Holiday Inn Express, Springfield

Fee: \$50.00

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